

READING DEEPLY:

Strategies to help ALL students
dig into complex texts



ESSENTIAL QUESTIONS

- How can I better facilitate student reading and comprehension of complex text?
- How can I motivate all students to dig into text and develop a growth mindset in reading?
- What should I plan for when creating student learning opportunities with complex text?



READING STRATEGIES & THE CORE ACTIONS

<i>How does each strategy help me meet the Core Actions?</i>	Read Aloud – Think Aloud	Small Group Annotation	Question Quads	Text/Image Impression	Vocabulary in Context	Ranking Evidence
<p>CORE ACTION 1: Focus each lesson on a high quality text(s).</p> <p>Text-based instruction engages students in reading, speaking, or writing about text(s).</p> <p>The text(s) are at or above the complexity level expected for the grade and time in the school year.</p> <p>The text(s) are clear and build knowledge relevant to the content being studied.</p>						
<p>CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.</p> <p>Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.</p> <p>Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.</p> <p>Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.</p> <p>Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures.</p>						
<p>CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>The teacher provides the conditions for all students to focus on text.</p> <p>The teacher expects evidence and precision from students and probes students' answers accordingly.</p> <p>The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.</p> <p>The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.</p>						



What do struggling readers do differently than independent readers with the text are more complex?

When the text gets tough...	
Independent Readers	Dependent Readers
<ul style="list-style-type: none">* figure out what's confusing them* set goals for getting through the reading* use many strategies for getting through the text* can make the mostly invisible process of comprehension visible	<ul style="list-style-type: none">* stop* appeal to the teacher* read on through* keep the mostly invisible process of comprehension at the invisible level

What qualities do successful readers share?

3 Types of Confidences Successful Readers Need		
<u>1. Cognitive Confidences</u> <ul style="list-style-type: none">* Comprehend texts* Monitor their understanding* Determine meaning of words* Read with fluency	<u>2. Social and Emotional Confidence</u> <ul style="list-style-type: none">* Be willing and active participants in a community of readers* Read for enjoyment and information* Have a positive attitude toward reading	<u>3. Stamina and Enjoyment</u> <ul style="list-style-type: none">* Develop the stamina to continue reading difficult texts* Find authors and genres that interest them



“Teaching students to read and understand complex informational text requires a wide range of instructional routines. Teachers should read aloud to students, modeling their thinking about such things as text structure, word solving, and comprehension strategies so that skills are built and habits are formed (Regan & Berkeley, 2012). Students should be expected to read widely from texts that they want to read, building their background knowledge and vocabularies while developing morally, emotionally, and intellectually (Ivey & Johnston, 2013). And students should read collaboratively with their peers, discussing the information found in the texts they read (Clark et al., 2003). These are common practices that will serve students well as new expectations for text complexity are implemented. It cannot be overstated – learners need a host of experiences with rich informational texts and a sliding scale of scaffolds and supports to access the information contained within them.” --Fisher & Frey, 2014



THEME: MAKING LEARNING VISIBLE



How can we make the strategies that good readers use visible to all students?

How will we know when our students are learning to be better readers?





FOCUS TEXT FOR THIS MORNING

Letter from a
Birmingham City Jail

By Dr. Reverend
Martin Luther King,
Jr.

Please read the
document silently
from lines 1-44.

Notes: 9/10 grade band (even hard for adults); further excerpting should be considered for class use.

We will be practicing different strategies with this same document to maintain a focus on the strategies rather than confusing the issue with many texts.



READ ALOUD, THINK ALOUD

Making Learning Through Reading Visible for Students

- Reading aloud promotes fluency and connection with the text.
- Teacher reads and models thinking, pausing, questioning.
- Teacher reads and stops to ask a student to model their thinking, pausing, and questioning.
- Pairs read and think aloud together.



READ ALOUD THINK ALOUD

“We’re really good at commanding kids to read – but not nearly as good at *showing* them how to read. A football coach doesn’t sit on the bench and talk about how you might block an opposing lineman – he stands up, grabs your body, puts you in the correct position, and shows you how to move. Same for reading. We have to actively coach, demonstrate, and model – with material from our own subject field.”

Daniels & Zemelman, 2014



MODELING A THINK ALOUD

Letter From Birmingham City Jail (Excerpts)

Martin Luther King, Jr.

April 16, 1963

My Dear Fellow Clergymen,

While confined here in the Birmingham City Jail, I came across your recent statement calling our present activities “unwise and untimely.” Seldom, if ever, do I pause to answer criticism of my work and ideas ... but since I feel that you are men of genuine good will and your criticisms are sincerely set forth, I would like to answer your statement in what I hope will be patient and reasonable terms.



MODELING A THINK ALOUD

I think I should give the reason for my being in Birmingham, since you have been influenced by the argument of “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state with headquarters in Atlanta, Georgia. We have some 85 affiliate organizations all across the south ... several months ago our local affiliate here in Birmingham invited us to be on call to engage in a nonviolent direct action program if such were deemed necessary. We readily consented.



STOP & CHECK: FORMATIVE

1. Partner A explains to Partner B two facts/understandings about this document from lines 1-14.
2. Partner B should validate or modify Partner A's facts and then provide two additional facts about the document from lines 1-14.
3. Individuals answer: on a scale of 1-5, how well do you understand what is going on in the letter so far? (5 is a very good understanding).
4. Write a question you have about what you've read or about what we will read next.



PAIR READ ALOUD - THINK ALOUDS

- Partner A: 1st and 3rd paragraphs
- Partner B: 2nd and 4th paragraphs

As the reader:

- Read a short piece from the text (usually a sentence or less and then pause.

As the thinker:

- Respond with ideas or questions about the text.



DEVELOPING THINK ALOUDS

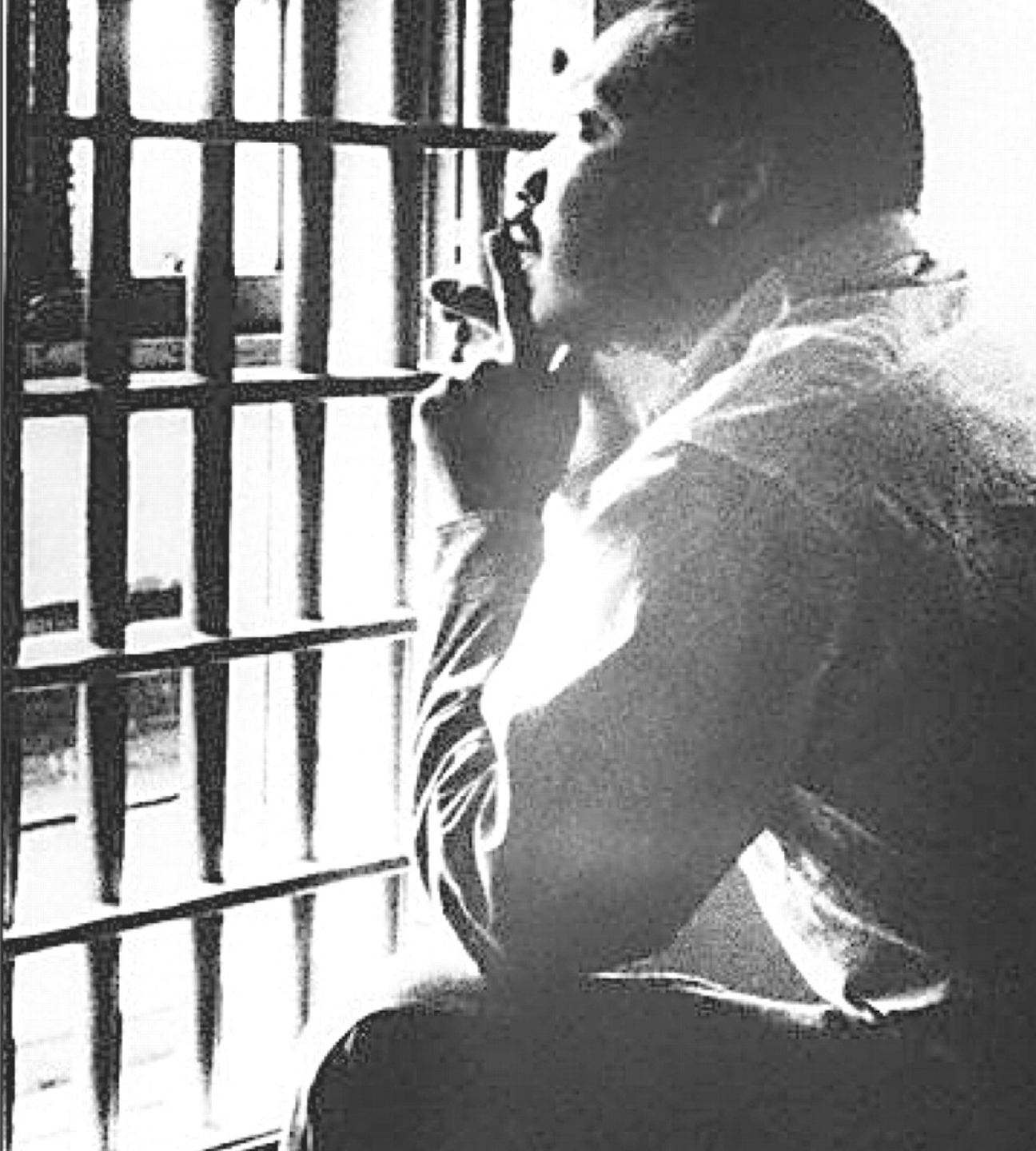
- Plan carefully. Select a short passage of important/relevant material.
- Read it to yourself imagining that you do not have “automaticity” as a skilled reader. What parts might be tricky or important and worthy of a slow down?
- REHEARSE & BRING YOUR A GAME TO YOUR READING
- Display a clean version to the class, while you hold your annotated version.
- Carefully, move your head and change your voice so that students can easily observe what is reading and what is thinking.



READ ALOUD - THINK ALOUDS: HOW DO THIS SUPPORT THE CORE ACTIONS?

<i>How does each strategy help me meet the Core Actions?</i>	Read Aloud – Think Aloud	Small Group Annotation	Question Quads	Word Pyramids
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FOCUS ON THE NEXT “CHUNK”

Please read the document
silently from lines 47-80.

Notes: 9/10 grade band
(even hard for adults);
further excerpting should be
considered for class use.
We will be practicing
different strategies with this
same document to maintain
a focus on the strategies
rather than confusing the
issue with many texts.



INDIVIDUAL ANNOTATION

- Silently Read lines 44-76.
- As you read,
 - Underline words and phrases that stick out to you as particularly expressive or interesting.
 - **Highlight** areas where you see the author's structure and style explicitly.



SMALL GROUP STRUCTURED ANNOTATION

- Annotation matrix
 - Skim the matrix
 - Purpose and uses
- Quad work on the matrix
 - 2A-1 (A)
 - 4a-1 (B)
 - 5a (C)
 - 6a (D)

What does productive partner work look like in annotation? What three things will you agree to in your partnership?



FORMATIVE SELF ASSESSMENT

- What skills did you practice in this type of annotation?
- What benefit came from working as a group?
- On a scale of 1-5 how would you rate your participation in the group? Why? (Be specific)
- What was the most interesting idea or question brought up by another member of your group?



SMALL GROUP ANNOTATION: HOW DO THIS SUPPORT THE CORE ACTIONS?

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QUESTION QUADS

- Helps students learn to ask better questions
- Allows students to dig into text using questions they formulate
- Encourages student discussion and probing
- Encourages speaking clearly and listening intently
- Provides a formative check as teacher monitors



QUESTION QUAD PROTOCOL

- Develop a set of question stems that students can use with the text at hand. Place them on notecards.
- Choose a text that is complex but not overly complex. Students should be able to understand it well enough to ask questions about it.
 - Consider using this strategy with a set of small texts (like a DBQ).
- Place students in groups of four readers (A, B, C, D) and provide them with the stem cards.
- Ask each student to pick a stem card and write two questions about the text using the stem.
 - Readers write two different questions in case someone who asks a question before them has written something similar.
- Explain and ensure everyone understands the question quad protocol. (See graphic below.)
- Begin the protocol. There is no cross talk as Readers A-C go through the protocol. Repeat the protocol (clockwise) so that each reader gets to ask a question.
 - Note: During the probing question section (Reader D), everyone can speak. Crosstalk is allowed during this section. There is a 90 second limit to this part of the conversation.
- Allow students to reflect their understanding of the reading and their speaking and listening participation through a self-assessment.



During round two, Reader B becomes Reader A and all roles switch accordingly so that Reader A is Reader D. The switch occurs after each round.

Reader A:
Asks the question they
have written.

Reader B:
Rephrases the question
to ensure understanding
and answers using a
piece of textual evidence.

Reader D:
Asks a probing
question to the entire
group that propels the
discussion forward.
Anyone can answer.

Reader C:
Agrees or disagrees with
Reader B and adds a
piece of textual evidence.



QUESTION QUAD STEMS

- What words and phrases help you to understand...
- Why does the author organize/structure...
- What examples does the author provide for the claim...
- Why do you think the author...
- What evidence is most (or least) credible? Why?
- How does the author relate...
- What structures does the author use to...
- What words and phrases stick out to you in terms of...
- What evidence from the text shows...
- What is the most effective...



POSSIBLE QUESTION QUAD PROBES

- It seems like many of us talked about _____, but we didn't really look at _____. Why is that?
- If the (choose one) context/time period/country/figure involved were different (provide example), how might our ideas shift?
- How does this evidence seem to contradict _____?
- What other information would you like to know to _____?
- How did this evidence/quote/etc. that we discussed impact your personal ideas/beliefs?
- If you could ask the author a question, what would it be? Why?



Question Quad Reflection	
Name: _____	
Article/Documents: _____	
Author(s): _____	
The Questions I Prepared:	
On a scale of 1-5 (five being great), I rate my participation in this activity a _____ because _____.	
Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.	
<ul style="list-style-type: none">• Listening attentively to others• Staying focused on the point of the discussion• Articulating your own thoughts clearly and concisely• Responding directly to other students' points• Asking great probing questions• Other: _____	
The most interesting idea presented in our discussion was _____.	
The quote from this article/document that I most want to remember is:	

REFLECTION

—

AN

IMPORTANT

PART OF THE

PROCESS



SCAFFOLDING IDEAS: MODELING WRITING GREAT QUESTIONS

- 1st time: Have students write the questions on Day 1. Collect the questions and choose the best examples to give to groups to use the next day.
- Choose a few questions as models for your class and explain what makes them powerful. Then, take a few anonymous examples that could use editing and have the class make them better.

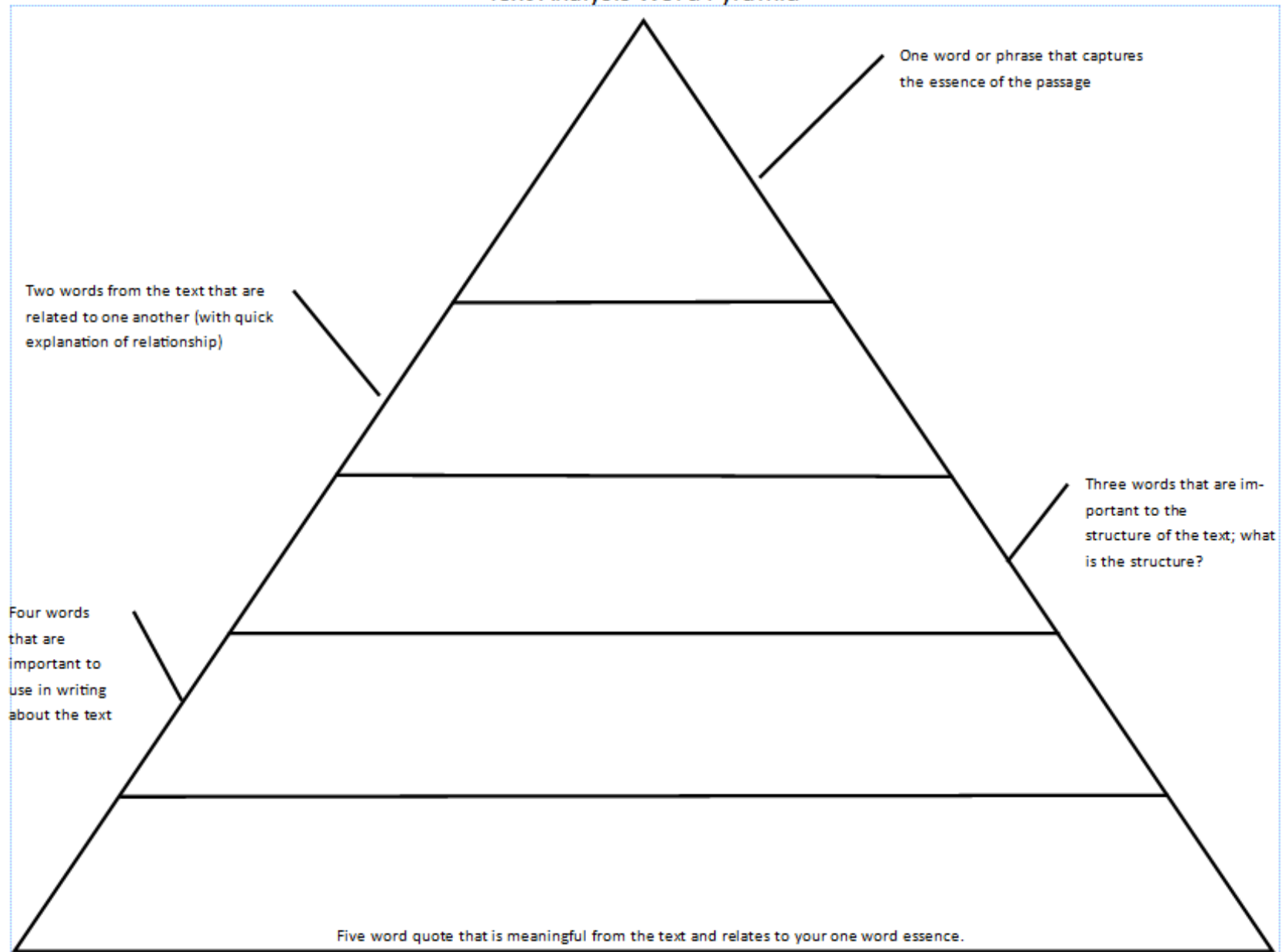


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Text Analysis Word Pyramid

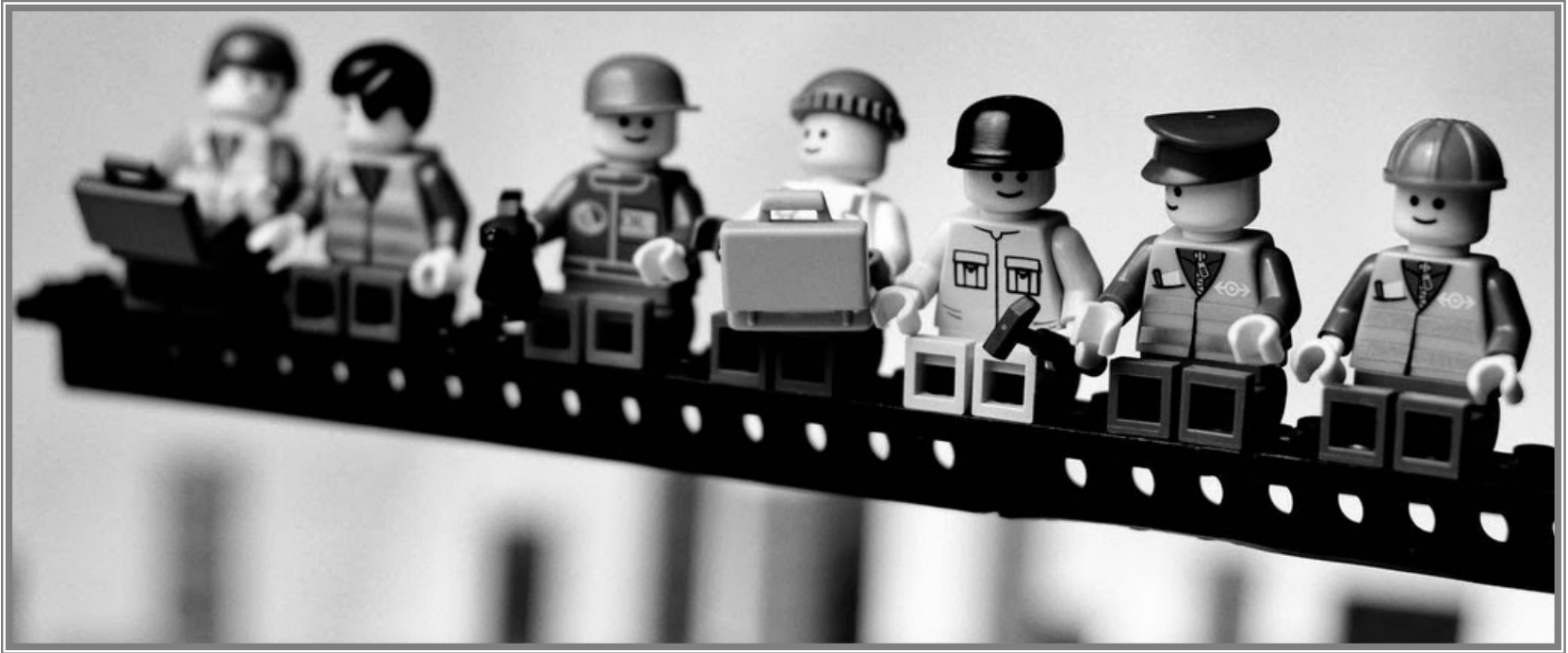


WORD PYRAMIDS:

HOW DOES THIS SUPPORT THE CORE ACTIONS?

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ENJOY YOUR LUNCH BREAK!



READING IS AN ACTIVE, CONSTRUCTIVE PROCESS

“A small fraction of students (no more than 5% nationally) manage to arrive in middle school or even high school with lingering decoding problems, and those few kids should have long ago been identified for services from the special education department. ...if large numbers of our older students are having trouble reading content-area texts, it is not because they were shorted on phonics in elementary school and now can't ‘sound out the words’” (Daniels & Zemelman, 2014)



STUDENTS NEED “SCHEMATA:”

Read this passage. Work with a partner to summarize the passage.

“With hocked gems financing him, our hero bravely defied all scornful laughter that tried to prevent his scheme. “Your eyes deceived,” he had said. “An egg not a table correctly typifies this unexplored entity.” Now three sturdy sisters sought proof. Forging along, sometimes through calm vastness, yet more often over turbulent peaks and valleys, days became weeks as many doubters spread fearful rumors about the edge. At last from somewhere, welcomed winged creatures appeared, signifying momentous success.”



THE ABILITY TO GET MEANING FROM PRINT IS DEPENDENT ON WHAT WE ALREADY KNOW.

With the simple schemata of one word, everything can change.

Columbus



PRE-READING TO BUILD VOCABULARY & SCHEMATA: TEXT IMPRESSION & IMAGE IMPRESSION

Text Impression

- Before reading, present 5-8 important or interesting words from the text. Introduce them one by one.
- After presenting the words, pose questions such as: What do you know about this word? How does this word relate to the last word? What can you infer about this reading?
- During your reading and discussion, note how the predications change and evolve as words are introduced.
- Record ideas. Leave the words posted during the text. After reading, refer back to the words during your discussion.

Image Impression

- Prepare a set of images that give students some context of a complex text they will read.
- Give students time to talk to and about the images. Do not tell them anything about the images. This is not a lecture or frontloading of information that they could learn from the text(s).



TEXT IMPRESSION:

BLOG POST

INFLATION

FLEETING

PILGRIMAGE

OPULANCE

DEPRESSED





aqueft senyor ne
mulle melly fenye
e gineud aqueft
rich / el pua noble
efta p rida p labo
qual ferzeull en

Buda

Gengen

6th grade curriculum



EMPIRE OF MALI, 1350

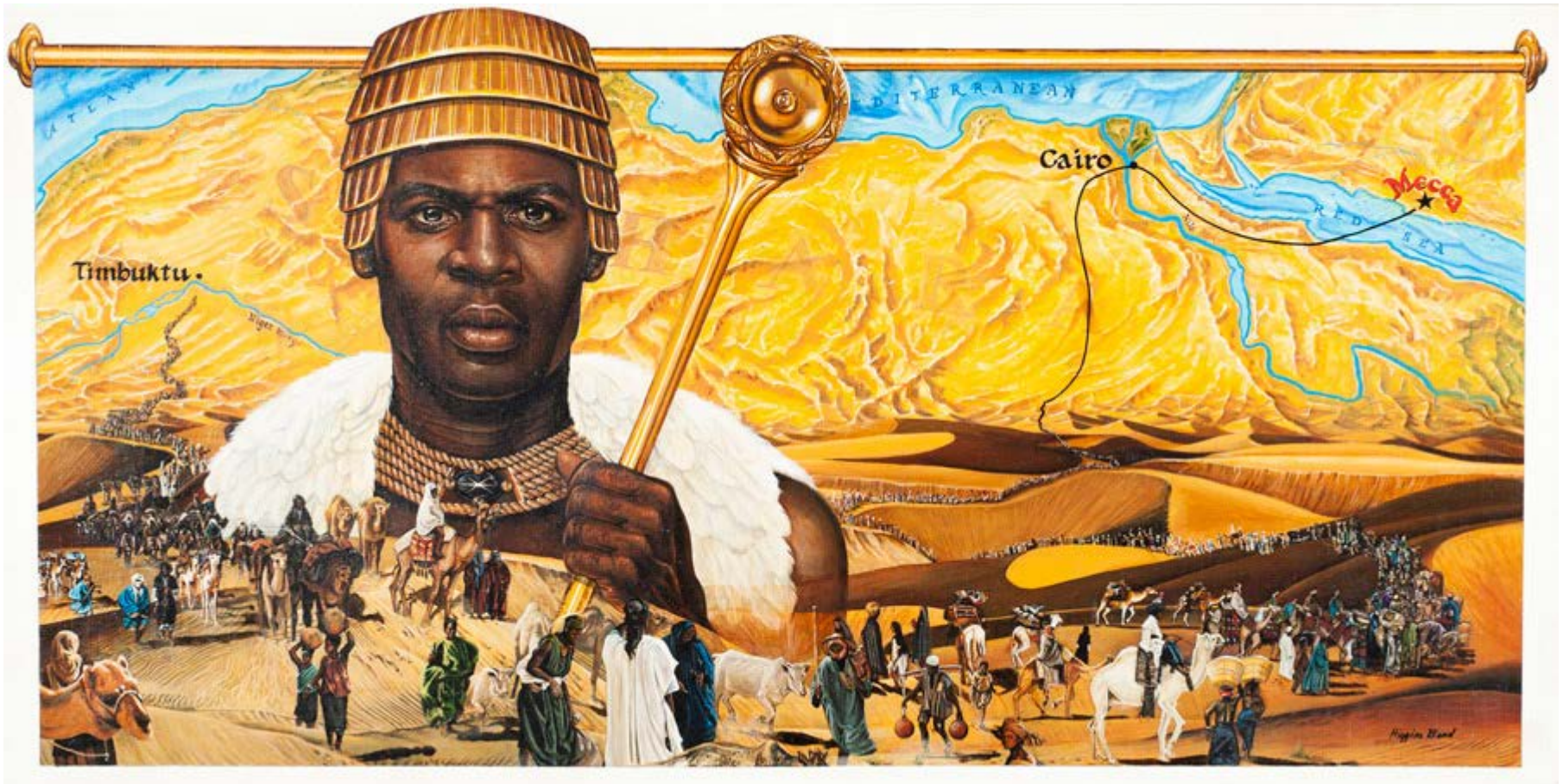




Sankore Mosque, Timbuktu







TEXT & IMAGE IMPRESSION: HOW DO THESE SUPPORT THE CORE ACTIONS?

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Mansa Musa, fourteenth century emperor of Mali, is the medieval African ruler most known to the world outside Africa. His elaborate pilgrimage to the Muslim Holy City of Mecca in 1324 introduced him to rulers in the Middle East and in Europe. His leadership of Mali, a state which stretched across two thousand miles from the Atlantic Ocean to Lake Chad, ensured decades of peace and prosperity in western Africa.

Mansa Musa was knowledgeable in Arabic and was described as a Muslim traditionalist. He became the first Muslim ruler in West Africa to make the nearly four thousand mile journey to Mecca. Upon his return from Mecca, Mansa Musa brought Arab scholars, government bureaucrats, and architects. Mansa Musa's pilgrimage boosted Islamic education in Mali by adding mosques, libraries, and universities. The awareness of Musa by other Islamic leaders brought increased commerce and scholars, poets, and artisans, making Timbuktu one of the leading cities in the Islamic world during the time when the most advanced nations from Spain to central India were Muslim. Timbuktu was clearly the center of Islamic sub-Saharan Africa.

Mansa Musa, 1280-1337



Central Historical Question

Was Mansa Musa the richest person ever?

Central Pedagogical Question

How can we reframe questions for good reading materials to make them more accessible for our students?



TEXT DEPENDENT & SPECIFIC QUESTIONS & FOCUS ON VOCABULARY

CORE ACTION 2: Empl

INDICATORS

A. Questions and tasks address the text to its particular structure, content, and details.

B. Questions and tasks require students to use evidence from the text to support inference, and claims.

C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.

D. Sequences of questions support students in delving deeper into text, data, and support inquiry and analysis.

Text Dependent Questions

Require students to answer using evidence from the text; cannot be answered without reading the text

to evidence from the text or data.

from text data.

1

2

3



Text Specific Questions

Require students to delve into the particular complexities of the text at hand; are based solely on that text, not generalizable. (e.g. not “What are the main idea and details of the text?”)



SILENTLY READ & ANNOTATE

Read

- Document A:
Blog post
- Document B:
Catalan Atlas
- Document C: Al-
Umari

Annotate with the Matrix

- 6B: What are the two most emphasized ideas in this text? Mark each with a +. In the margin briefly describe how this demonstrates author's purpose.
- 7C: What details are emphasized in this account that differ from others? What is left out from this account? Describe in the margin. Name other sources, if this isn't common knowledge.



Teaching Vocabulary in Complex Text

WORD/TERM/PHRASE	Will this word be troublesome for many of my students? (If YES, go on. If NO, stop here.)	Is this word necessary to understanding the text? (If NOT, leave the word alone.)	Are there context clues in the piece that help students identify the meaning of this word? What are they? (If so, create a question that helps them see the connection.)	If there are no context clues, what synonym or replacement word can I provide to students for this word? When will I provide this (before or during reading)?



MAKING READING VISIBLE

- Good readers often skip words that they don't know but don't need to know to understand the passage. Once you've figured out what some of these words might be, let students see the list and have a visual reminder that they do not need to know every word to understand the reading.
- Let's make our list of all the “hard” words we really don't have to know to make sense of the passage.



VOCABULARY:

PRACTICE WITH YOUR DOCUMENT

1. With what vocabulary will students MOST struggle?

Circle
these
words

2. Which of these terms is ESSENTIAL to understanding the text?



3. For the ESSENTIAL terms, which have adequate context clues for which you could build a question or activity for students to determine the meaning? (underline the context clues)



MORE ACADEMIC VOCABULARY

4. For the ESSENTIAL terms without adequate context clues, which might you spend time teaching (important academic vocabulary that will transfer to other readings)? Make a list of these words.
5. For the words left over, could you just provide students with a grade-level appropriate synonym? **Add a synonym to the bottom vocabulary box.**
6. Are there any obvious cognates in Spanish?



ATTENTION TO COGNATES

Analisis	Individual	Beneficio	Interpretacion	Concepto	Metodo
Context	Principio	Procedimiento	Definicion	Proceso	Especifico
Estructura	Funcion	Aplicar	Identificar	Categorias	Inferir
Clasificar	Observar	Comparar	Conclusion	Demonstrar	Explicar



QUESTION STEMS FOR VOCABULARY

- What words and phrases (context clues) in paragraph ____ help you to understand the meaning of the word _____?
- How do the words _____, _____, _____, and _____ help you to better understand the author's use of the word _____?
- The word ____ appears in line/paragraph _____. if the word were changed to _____, how would the meaning of the passage change? What other words and phrases would need to be changed? What would you change them to?



QUESTION STEMS FOR VOCABULARY

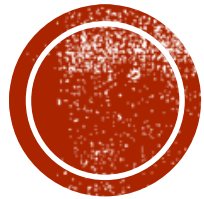
- The word/phrase _____ on line ____ has multiple meanings. What does this word often mean? How is it used differently in this context? How do you know?
- The word/phrase _____ on line ____ is important to understanding the author's point of view. What word or phrase could you substitute for this word/phrase to demonstrate a different point of view?
- What insert # words from the text are most important to understanding the author's point of view (or tone or mood of the text)? Explain your choices using evidence from the text.



QUESTION STEMS

- *(For use with an important transition word)*
What does the word _____ on line ____ tell us about the author's structure of this text? Why is this word important to notice? Use evidence to explain your answer.
- What words/phrases in paragraph(s) _____, help you to understand the author's transitions between ideas? Explain.





BUILD A VOCABULARY QUESTION

QUESTIONS FOR VOCABULARY IN CONTEXT: HOW DO THIS SUPPORT THE CORE ACTIONS?

<i>How does each strategy help me meet the Core Actions?</i>	Read Aloud – Think Aloud	Small Group Annotation	Question Quads	Word Pyramids
<p>CORE ACTION 1: Focus each lesson on a high quality text(s).</p> <p>Text-based instruction engages students in reading, speaking, or writing about text(s). The text(s) are at or above the complexity level expected for the grade and time in the school year.</p> <p>The text(s) are clear and build knowledge relevant to the content being studied.</p>				
<p>CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.</p> <p>Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.</p> <p>Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.</p> <p>Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.</p> <p>Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures.</p>				
<p>CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>The teacher provides the conditions for all students to focus on text.</p> <p>The teacher expects evidence and precision from students and probes students' answers accordingly.</p> <p>The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.</p> <p>The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.</p>				



ONE PAGERS ON EDMODO

- With close read examples on www.projecttahoe.org
 - Short, close reads
 - Focus on vocabulary and main idea
 - Should be used in class with students working together





ONE PAGERS: HOW DO THESE SUPPORT THE CORE ACTIONS?

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CREATING SOCIAL & EMOTIONAL CONFIDENCE IN READERS

- Keep expectations high for all students.
- Create an environment that encourages risk.
- Provide for engagement (e.g. time to think or partner before sharing)
- Ask more than comprehension questions.
- Give students words they'll need to discuss/write about the text.

When the text gets tough...	
Independent Readers	Dependent Readers
<ul style="list-style-type: none">* figure out what's confusing them* set goals for getting through the reading* use many strategies for getting through the text* can make the mostly invisible process of comprehension visible	<ul style="list-style-type: none">* stop* appeal to the teacher* read on through* keep the mostly invisible process of comprehension at the invisible level





Thank you so much! Please keep in touch and let me know how the strategies work for you and your students.

